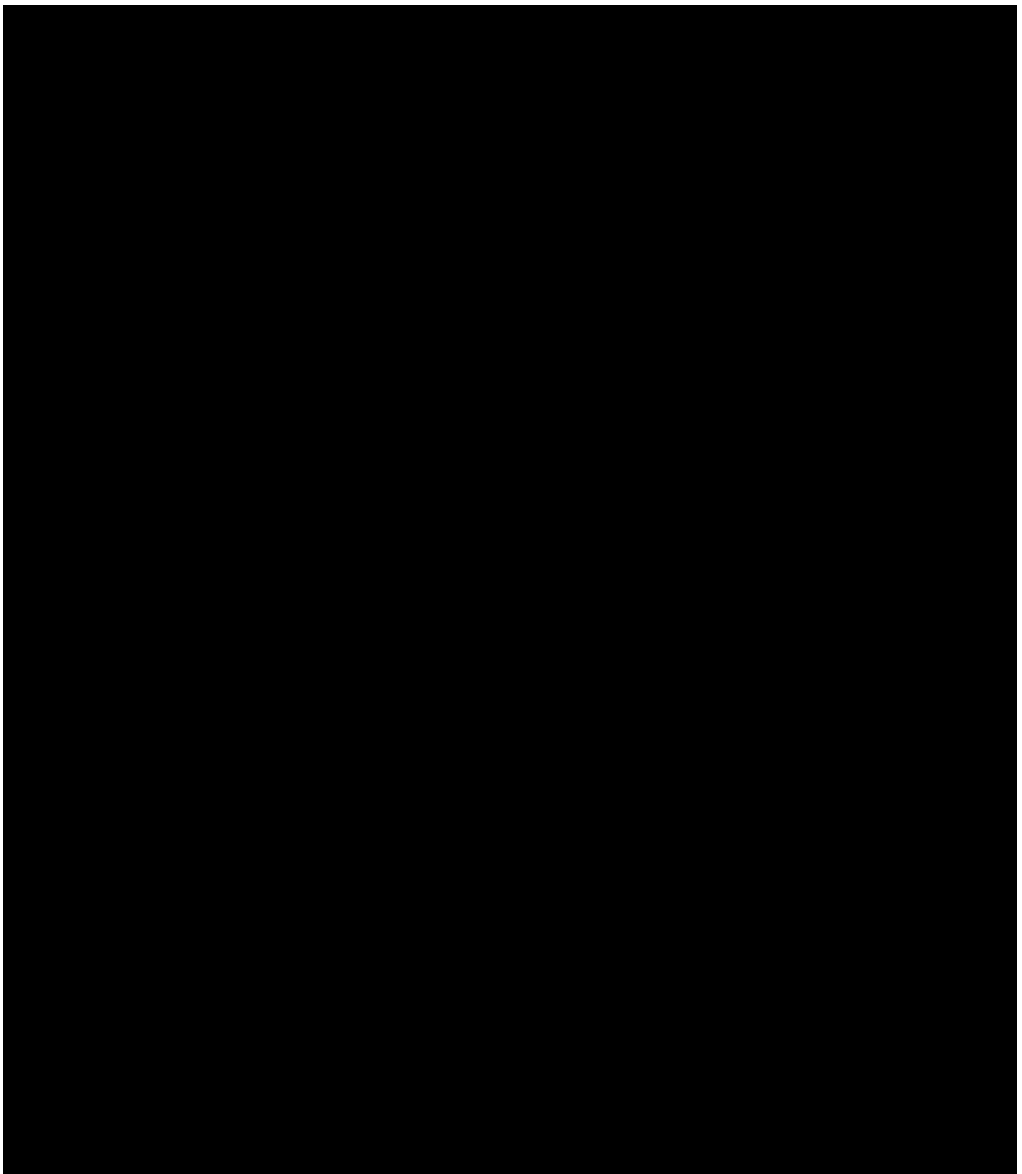
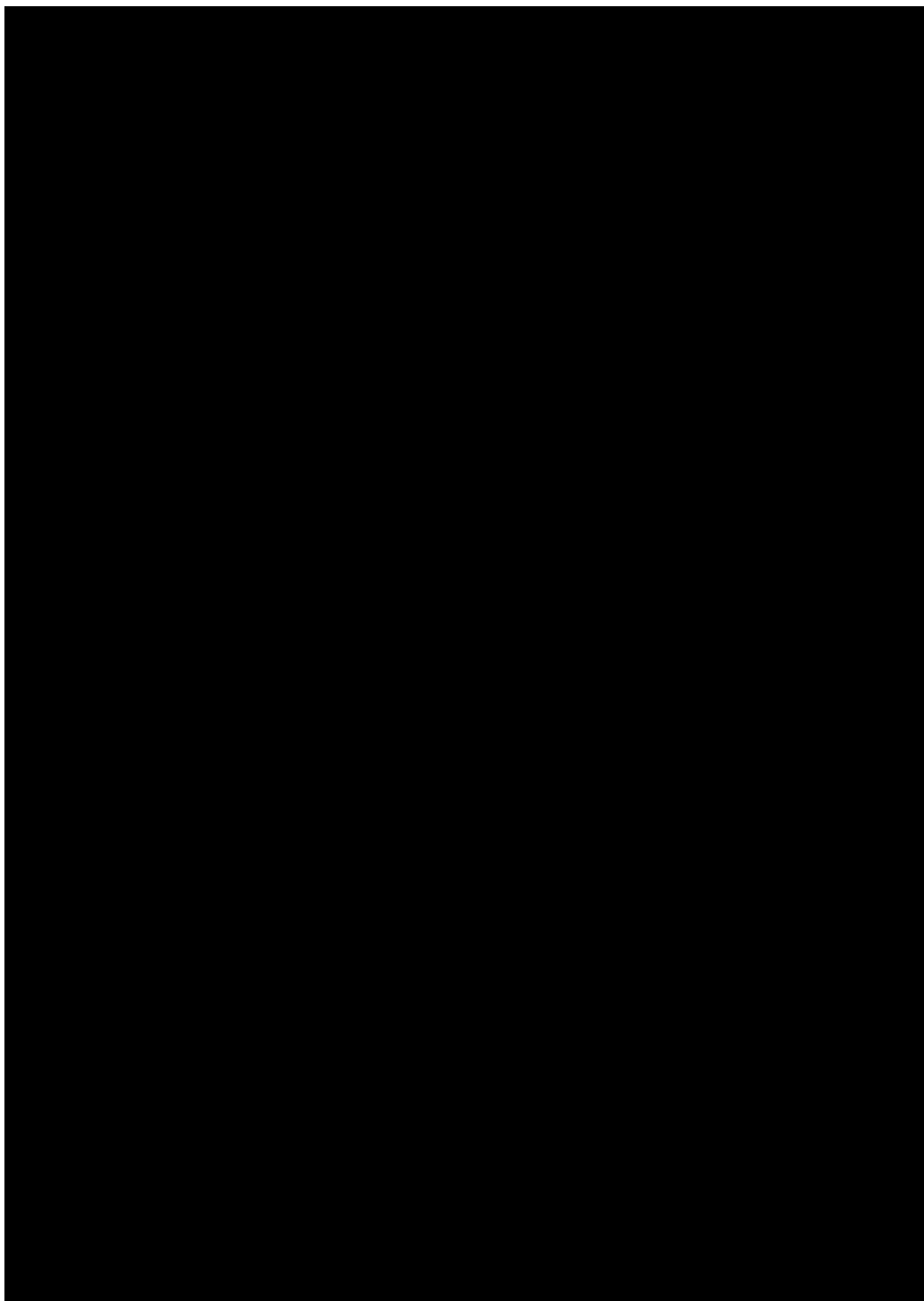


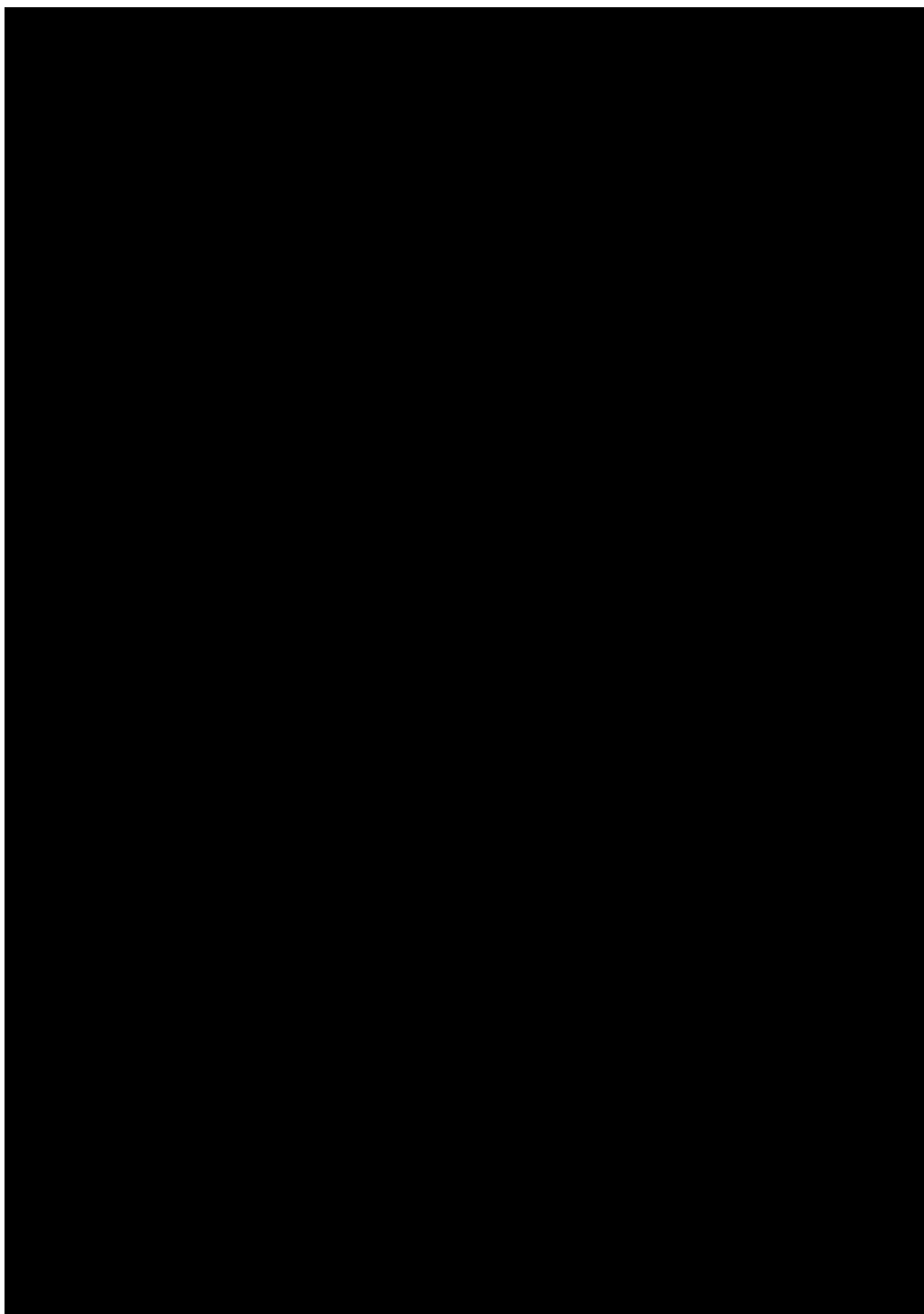
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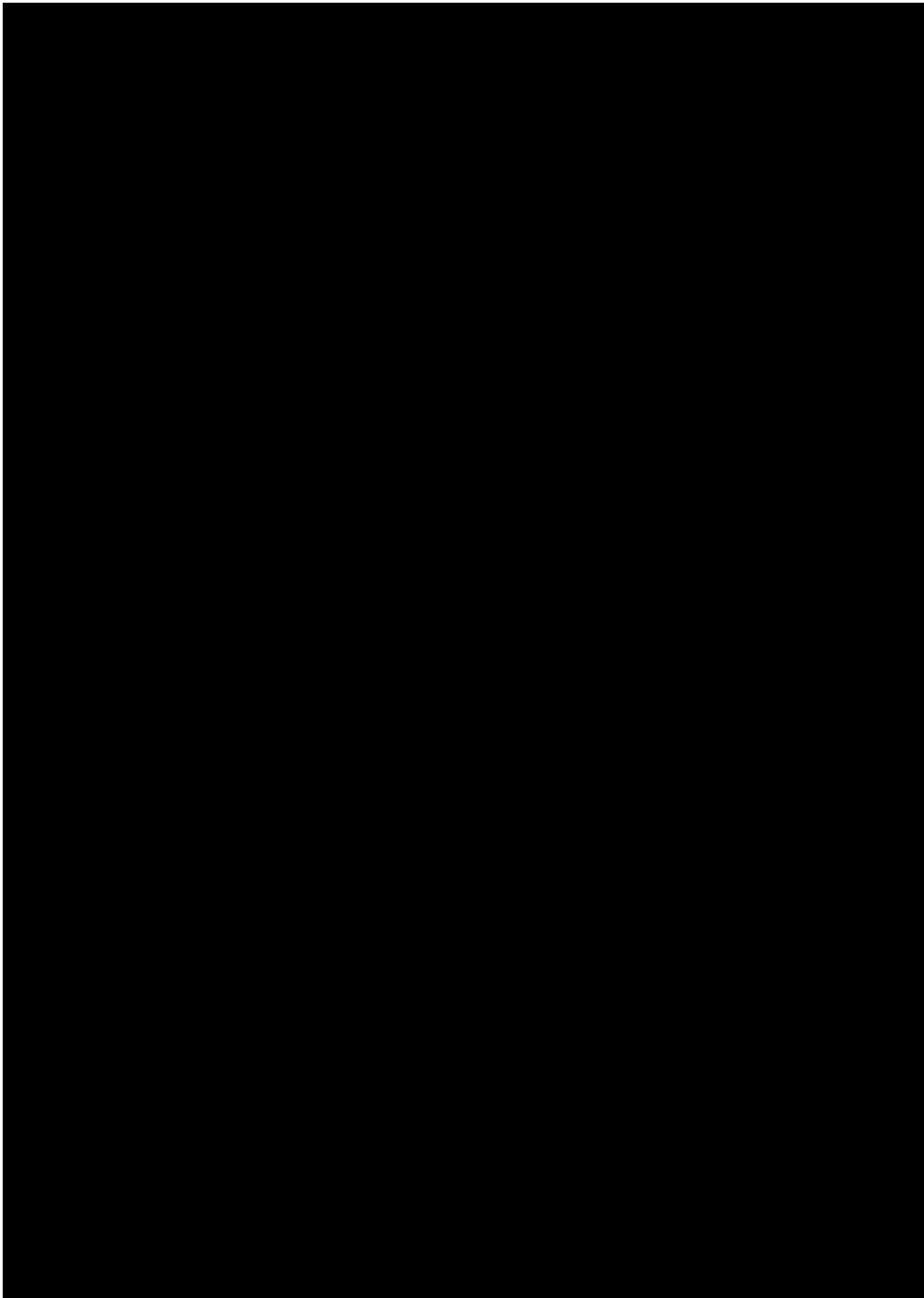


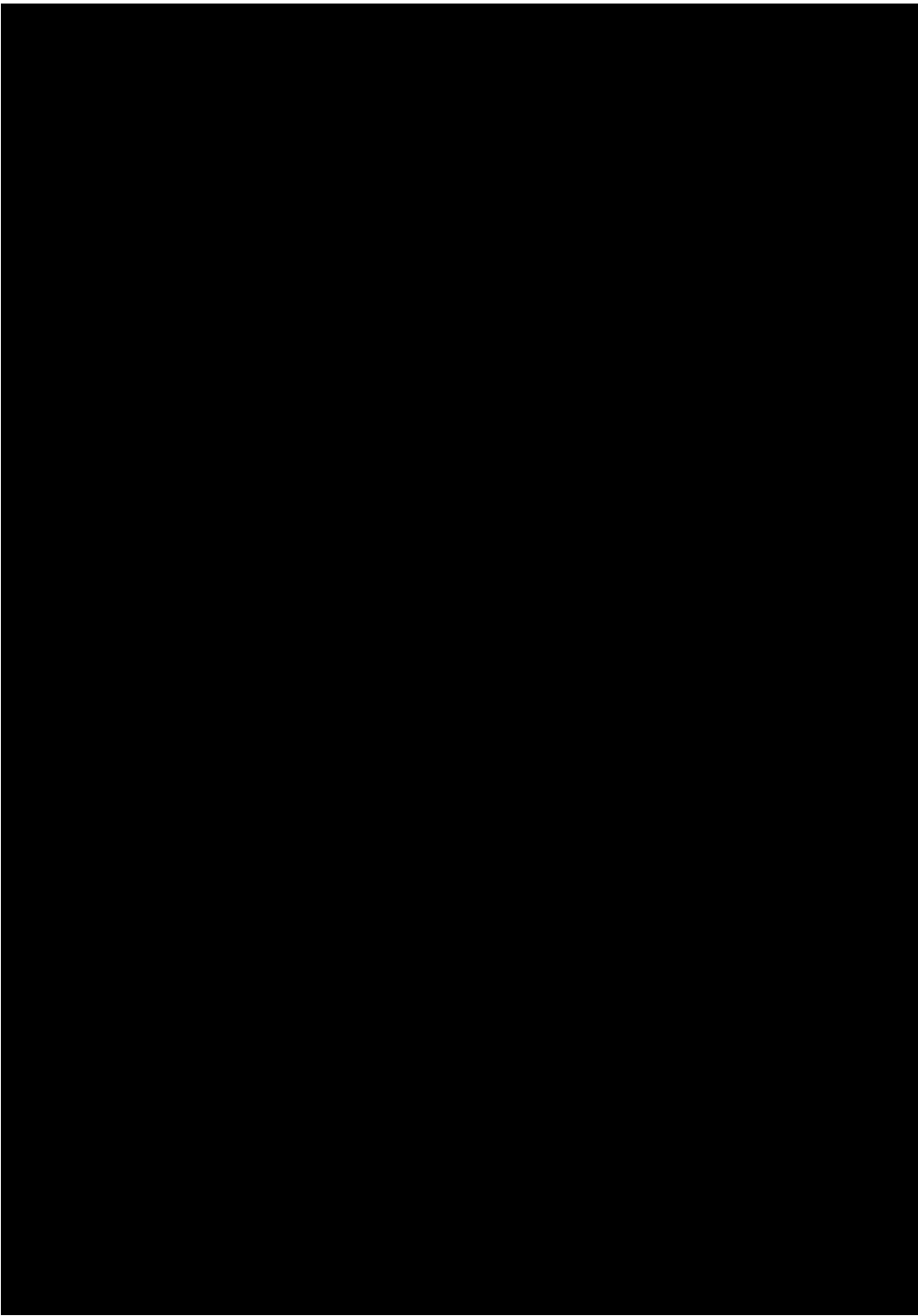


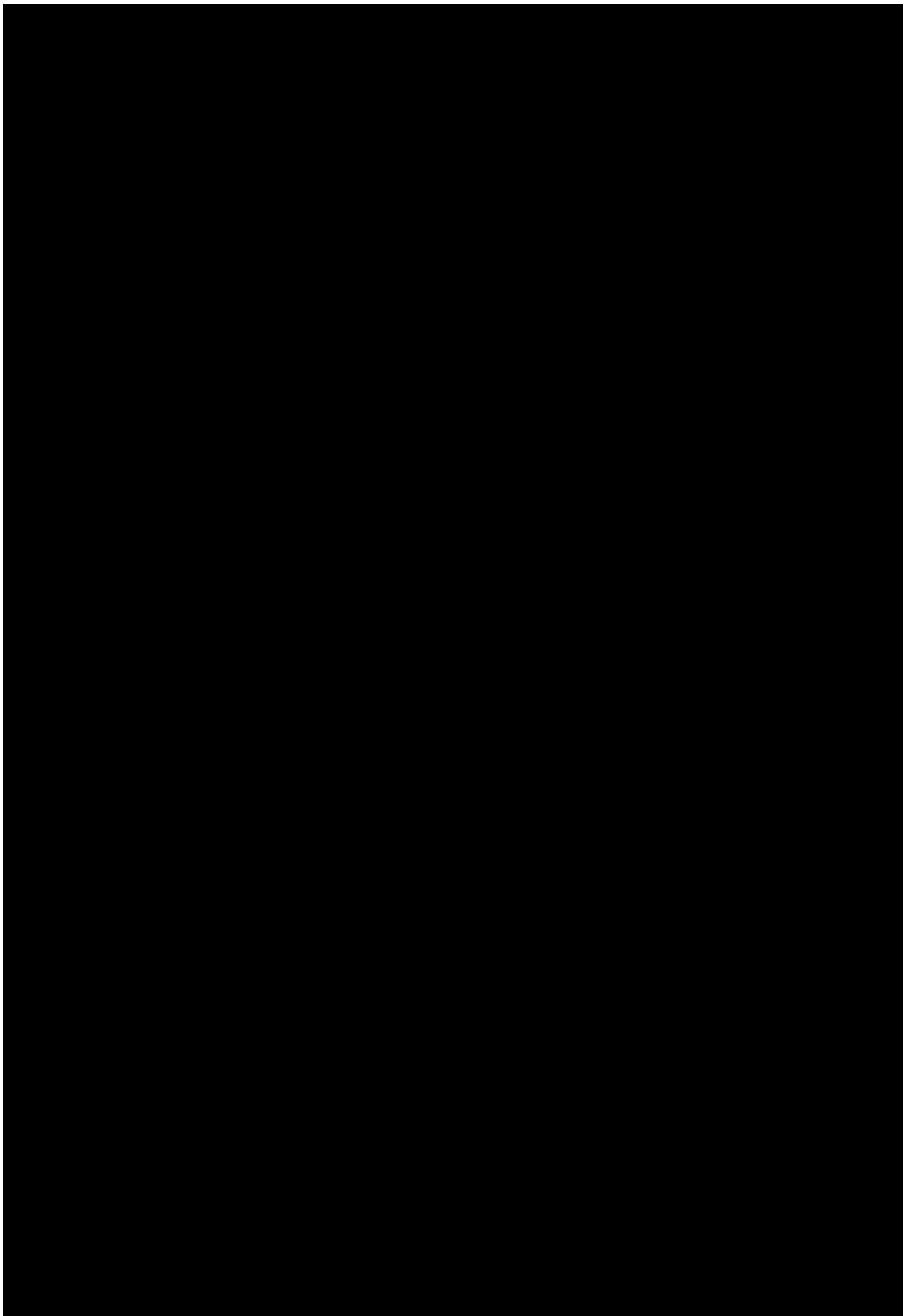


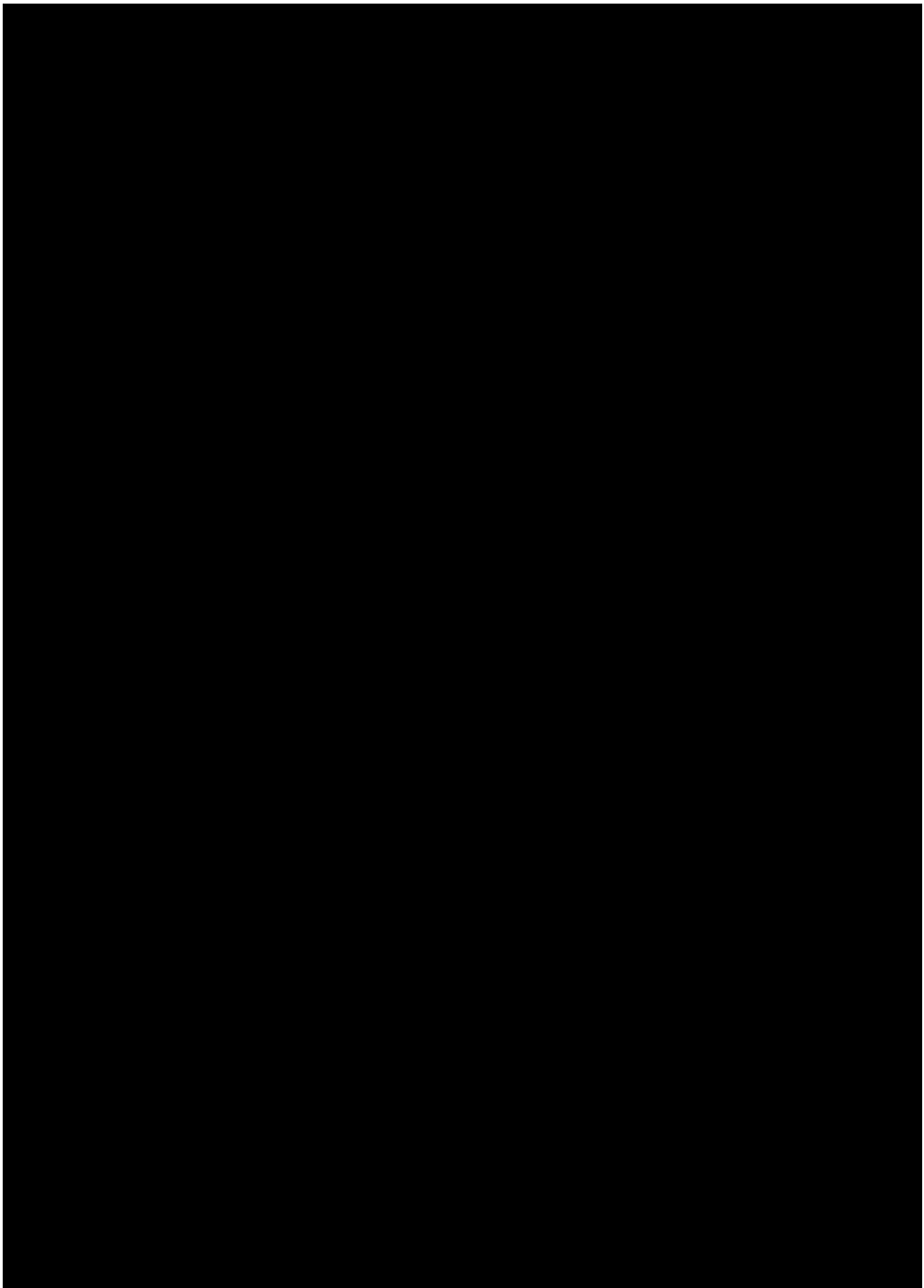


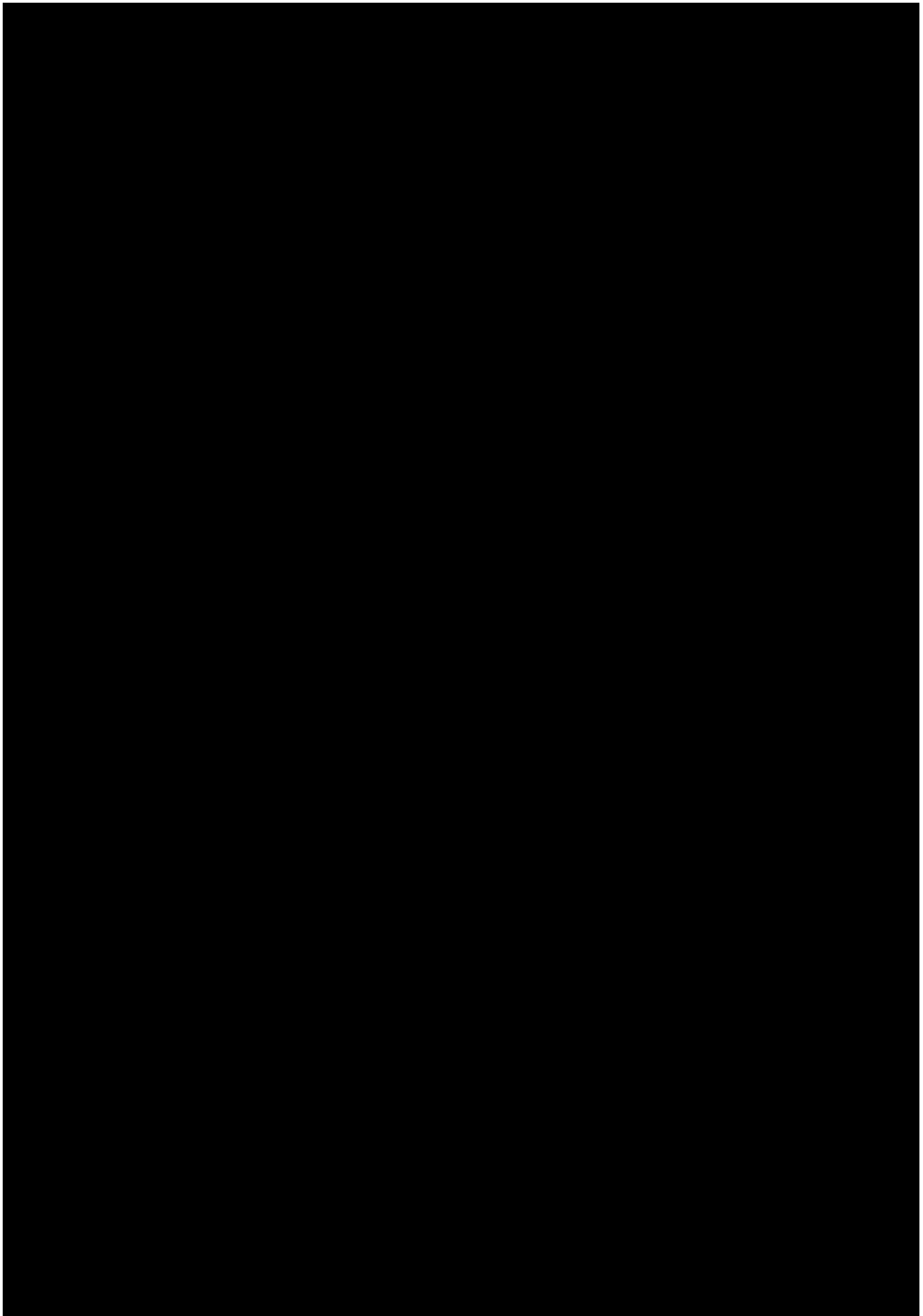


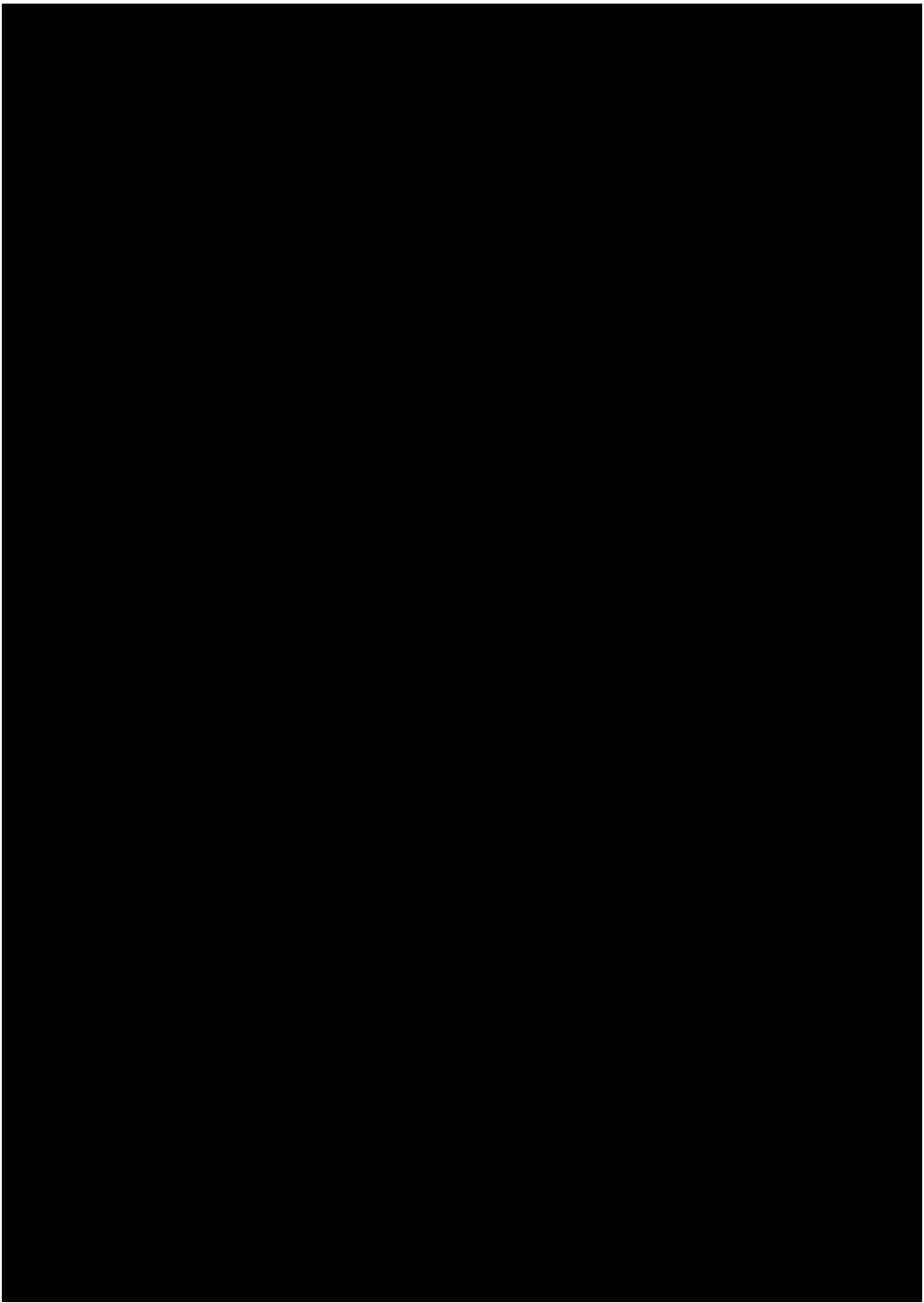


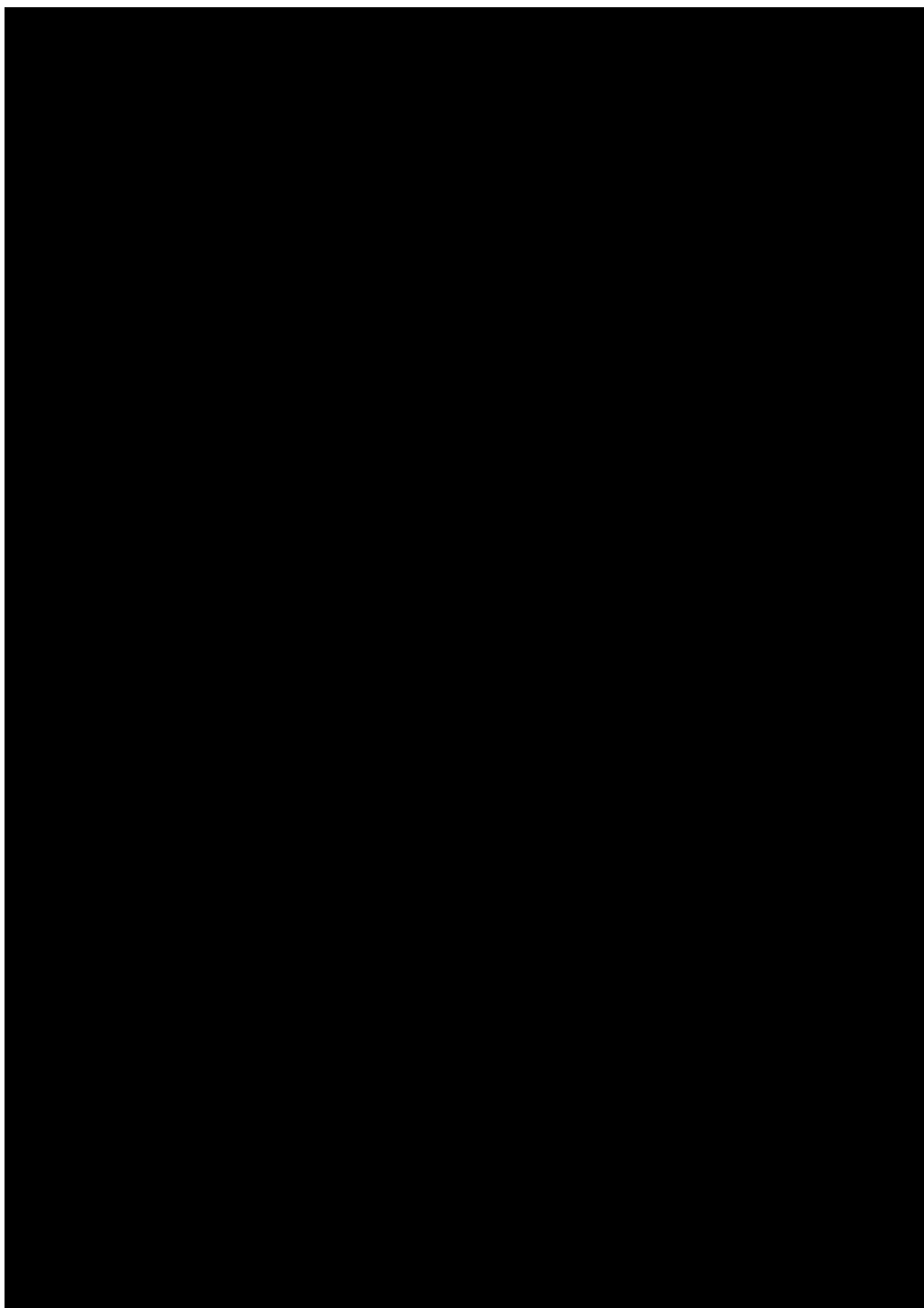




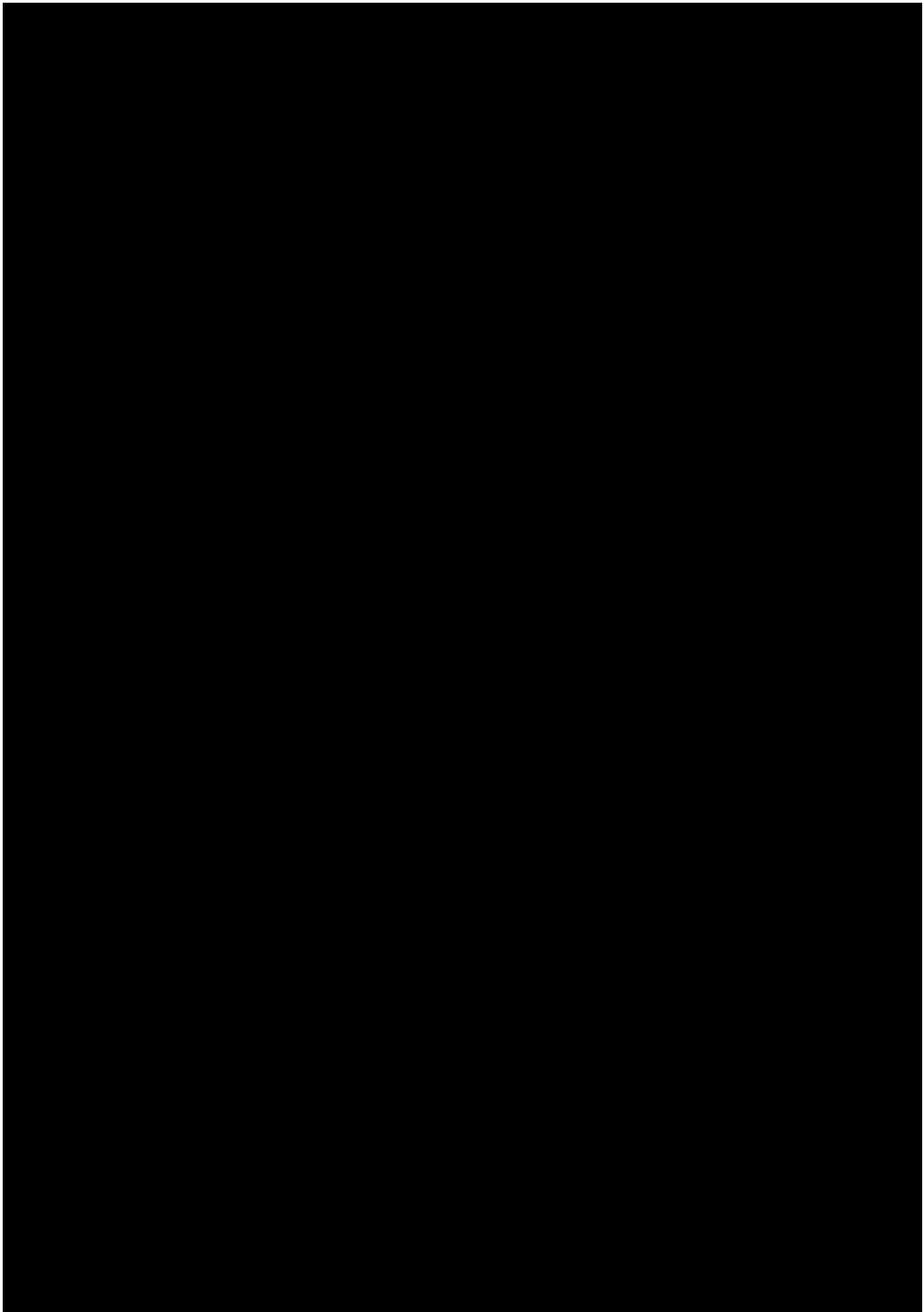


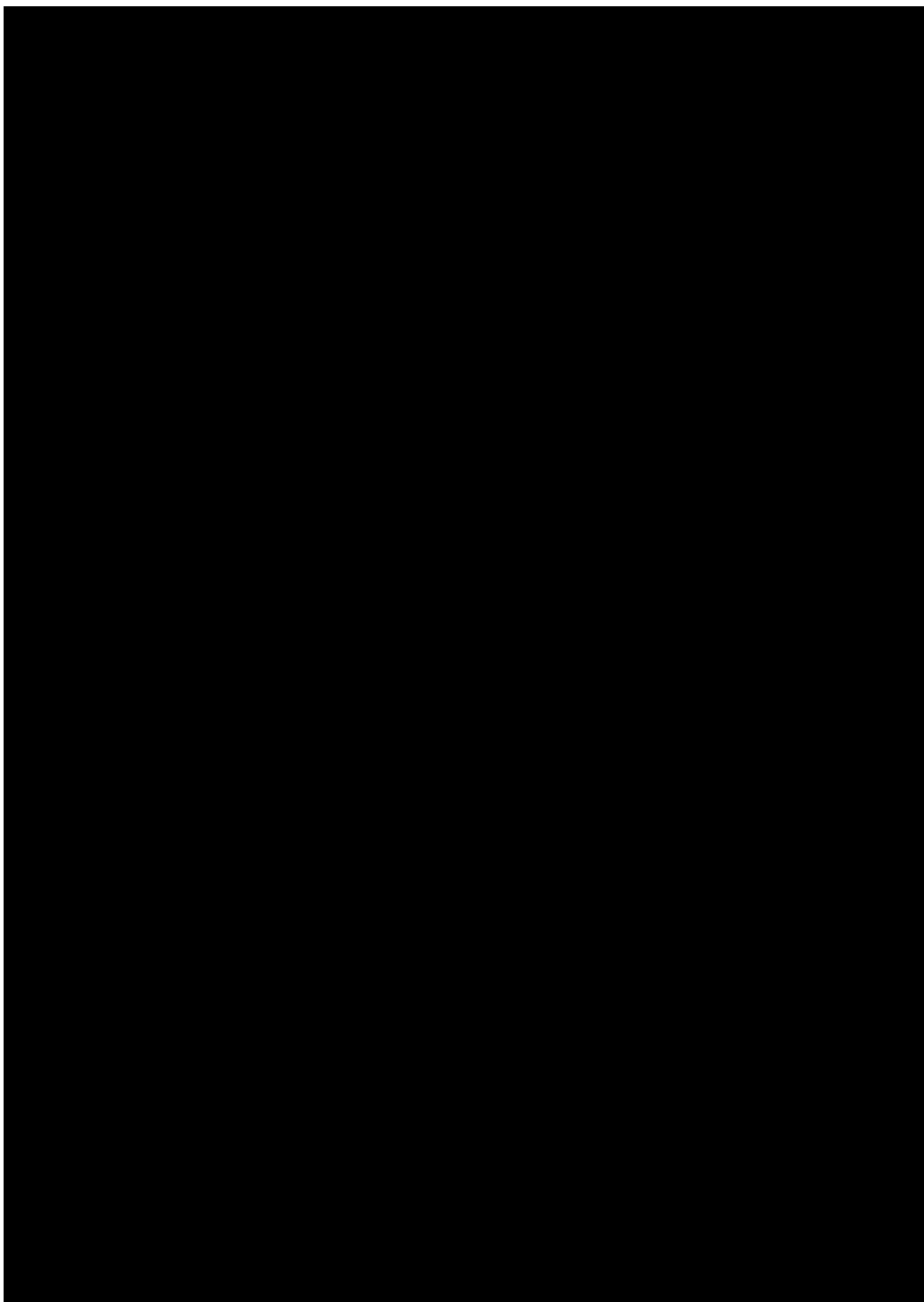


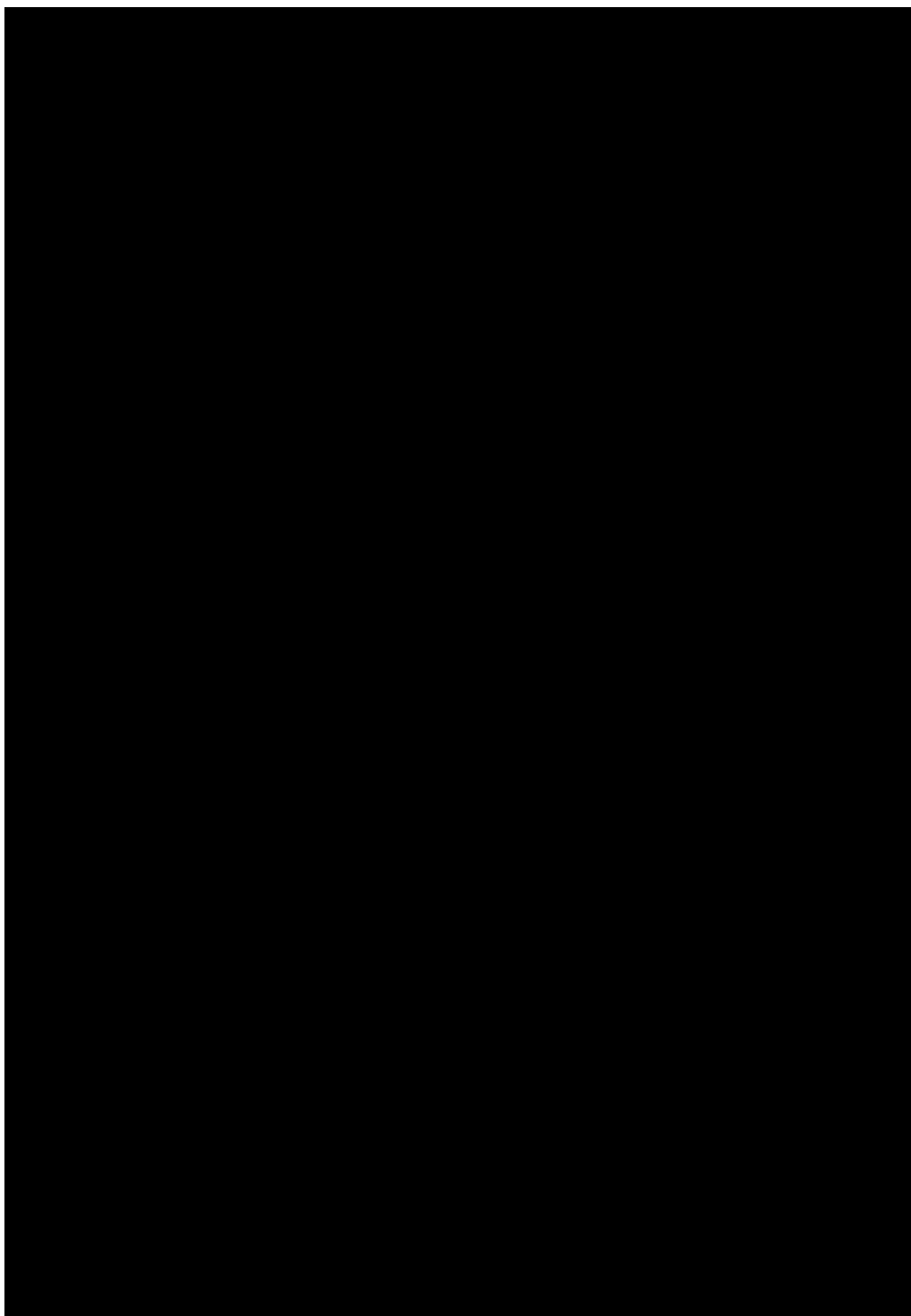


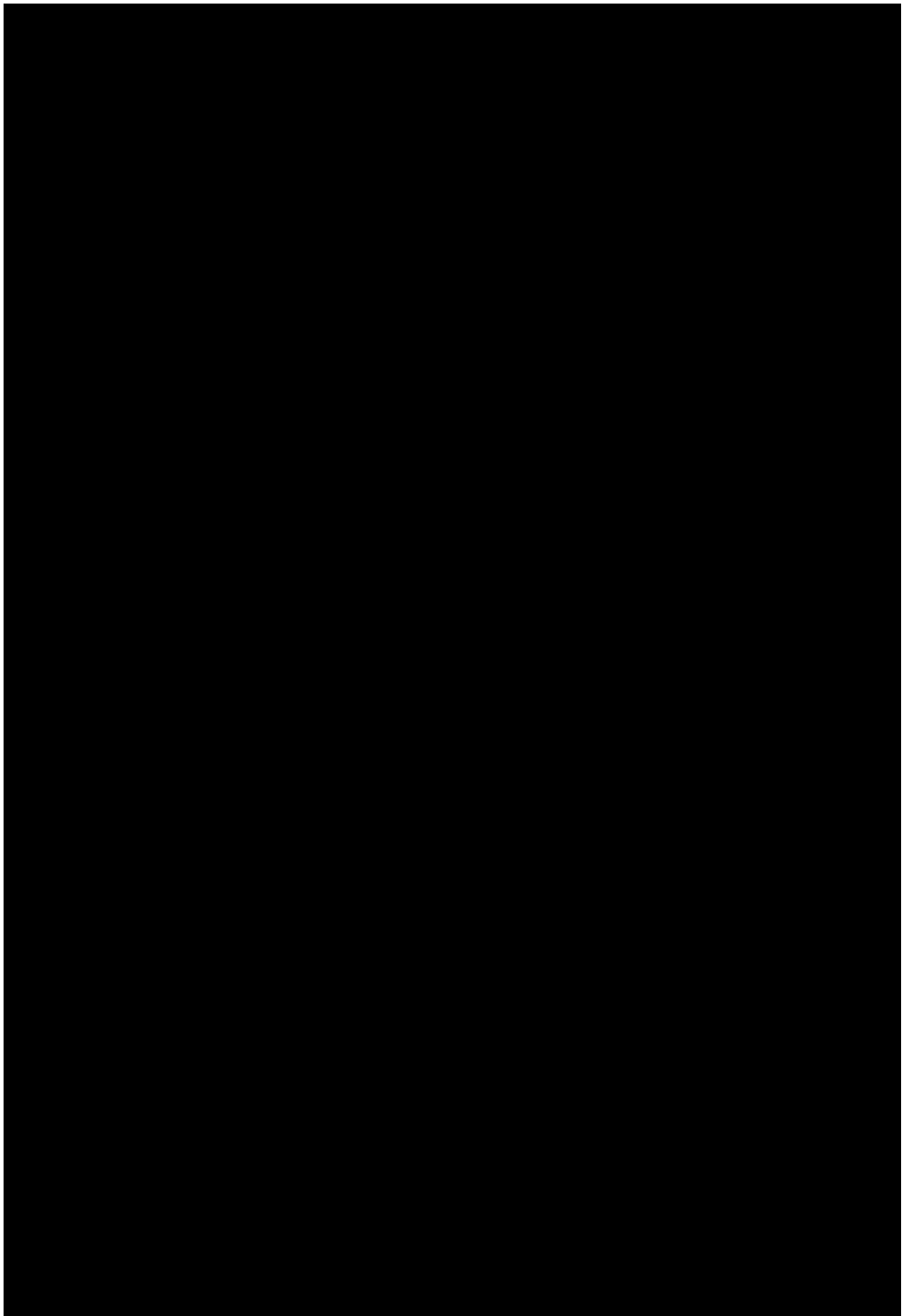


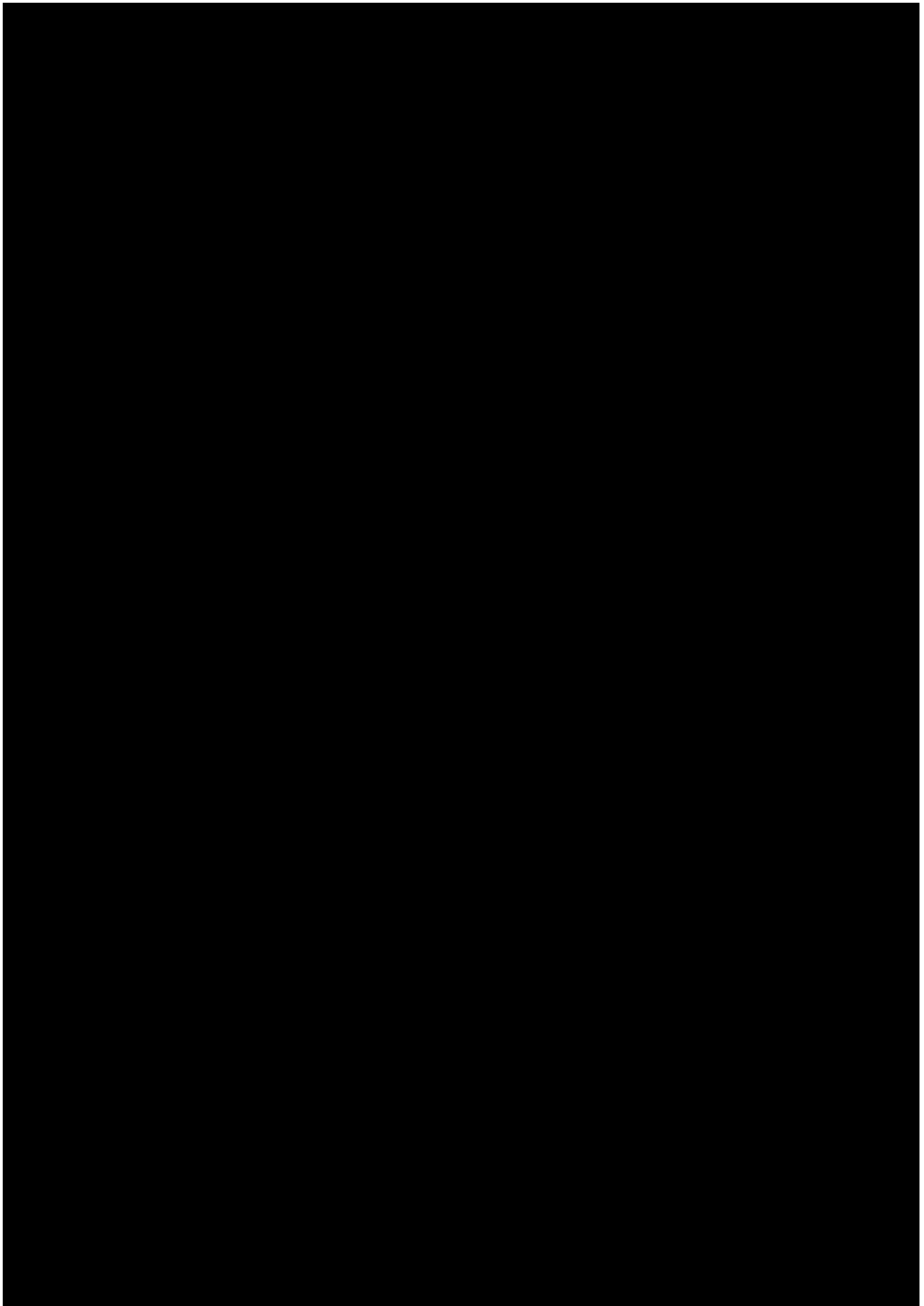


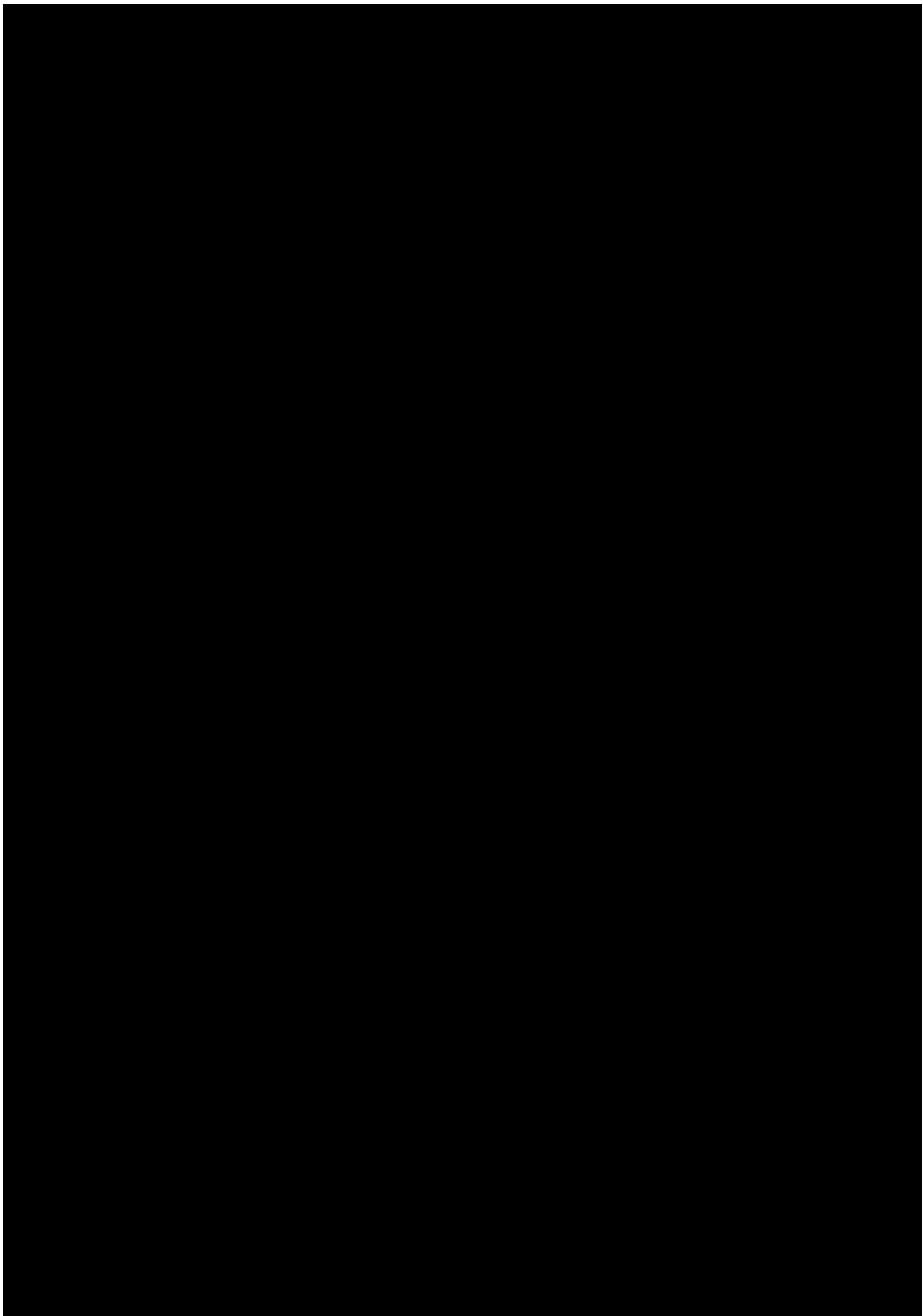


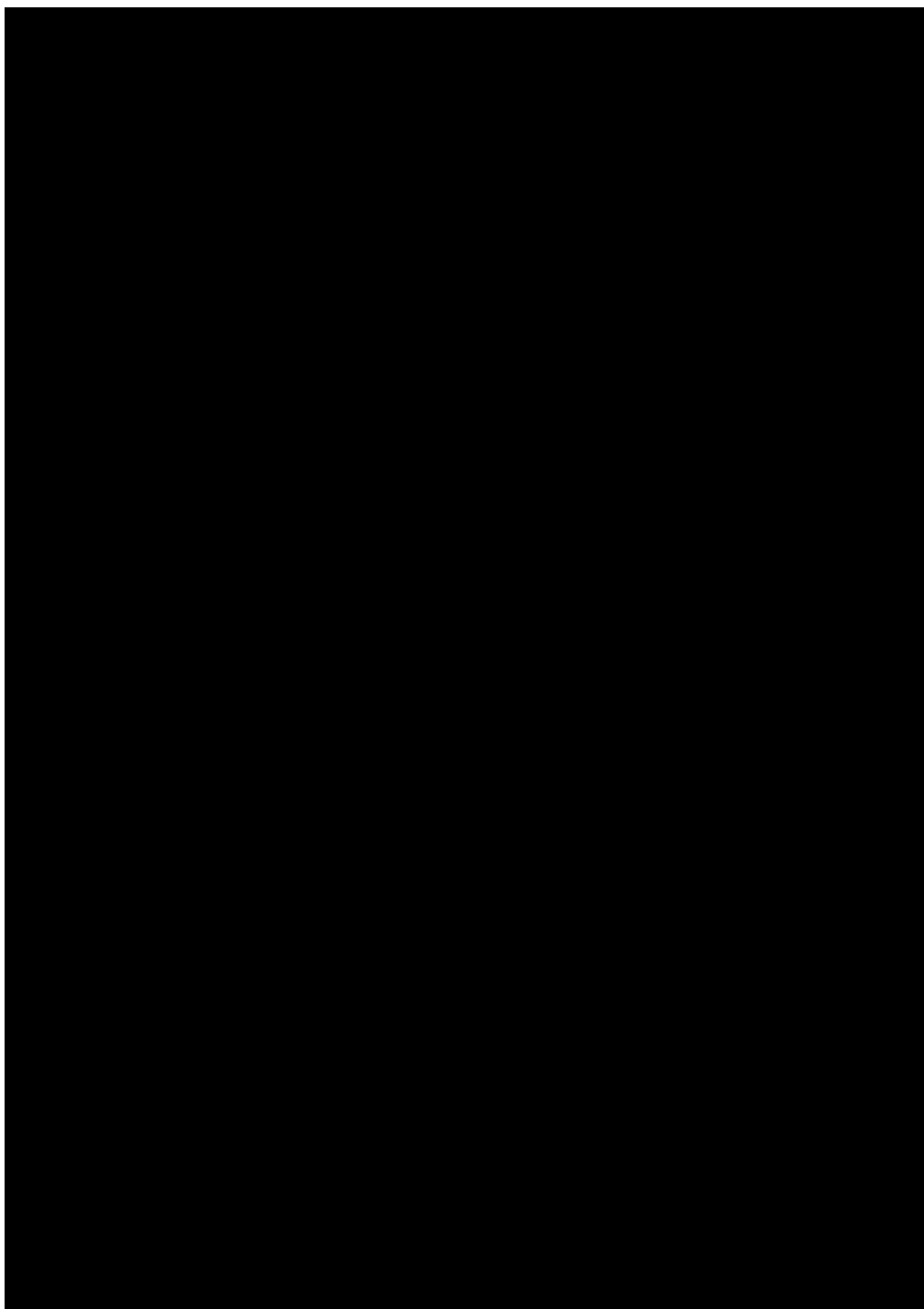


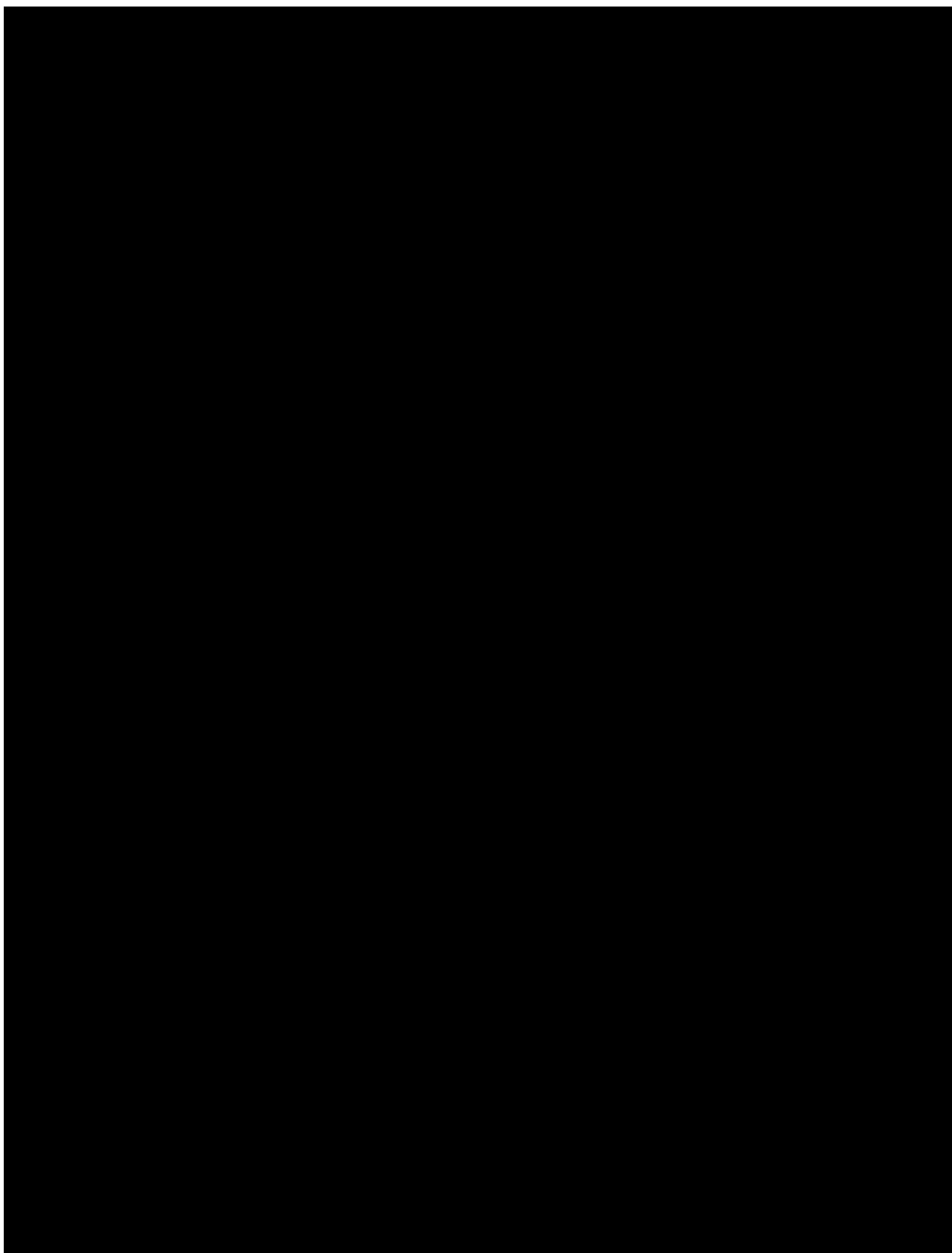




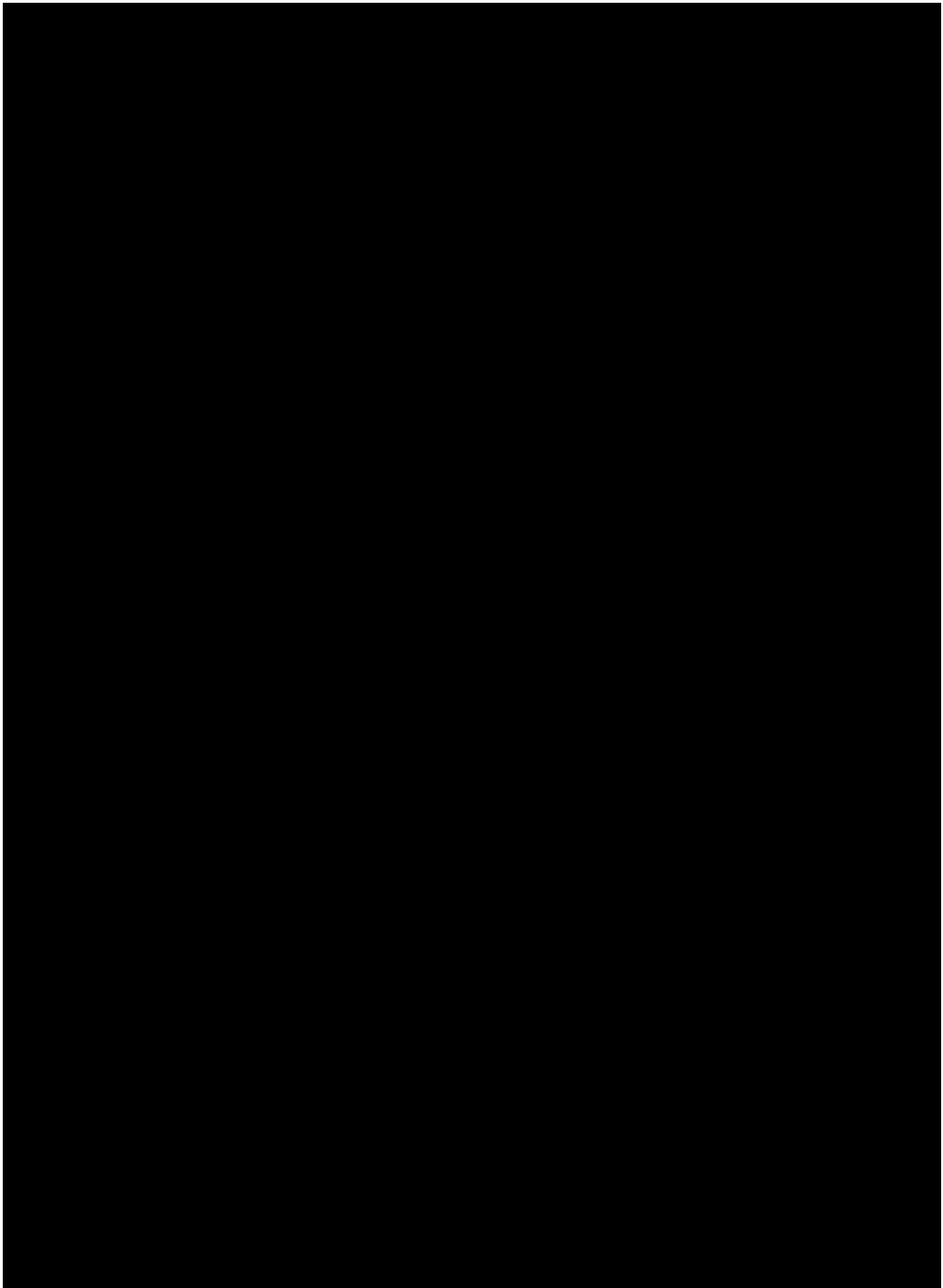


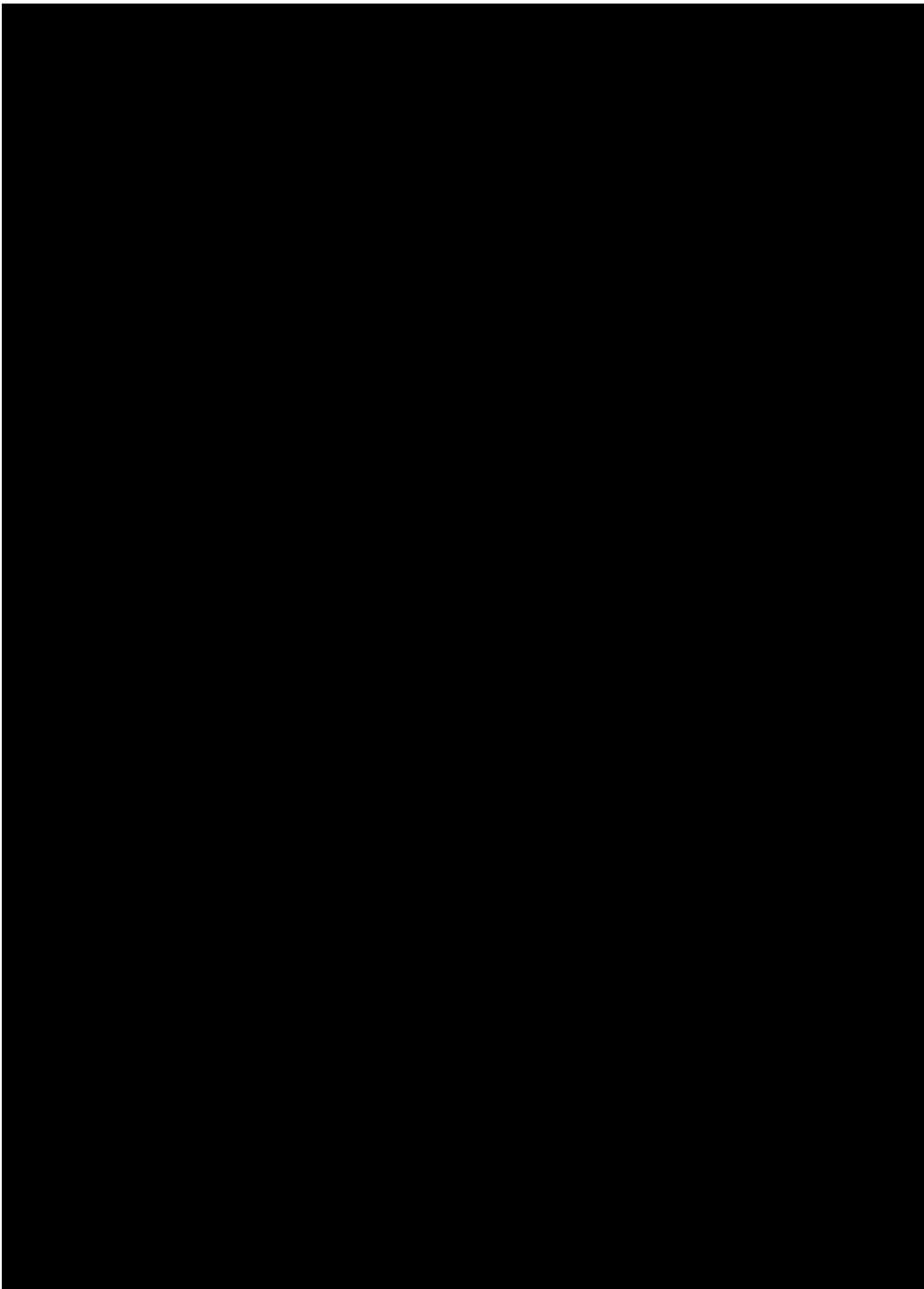


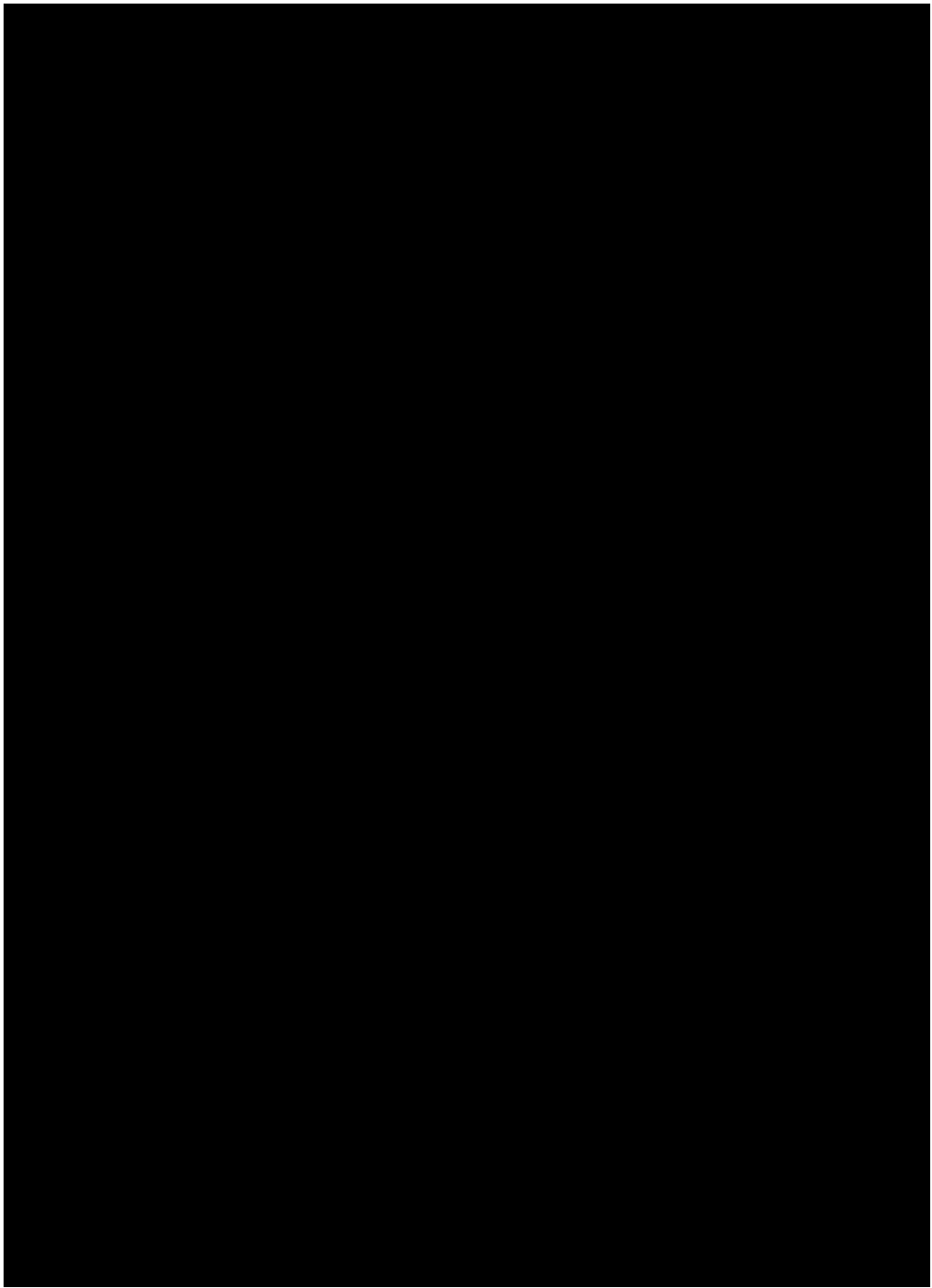




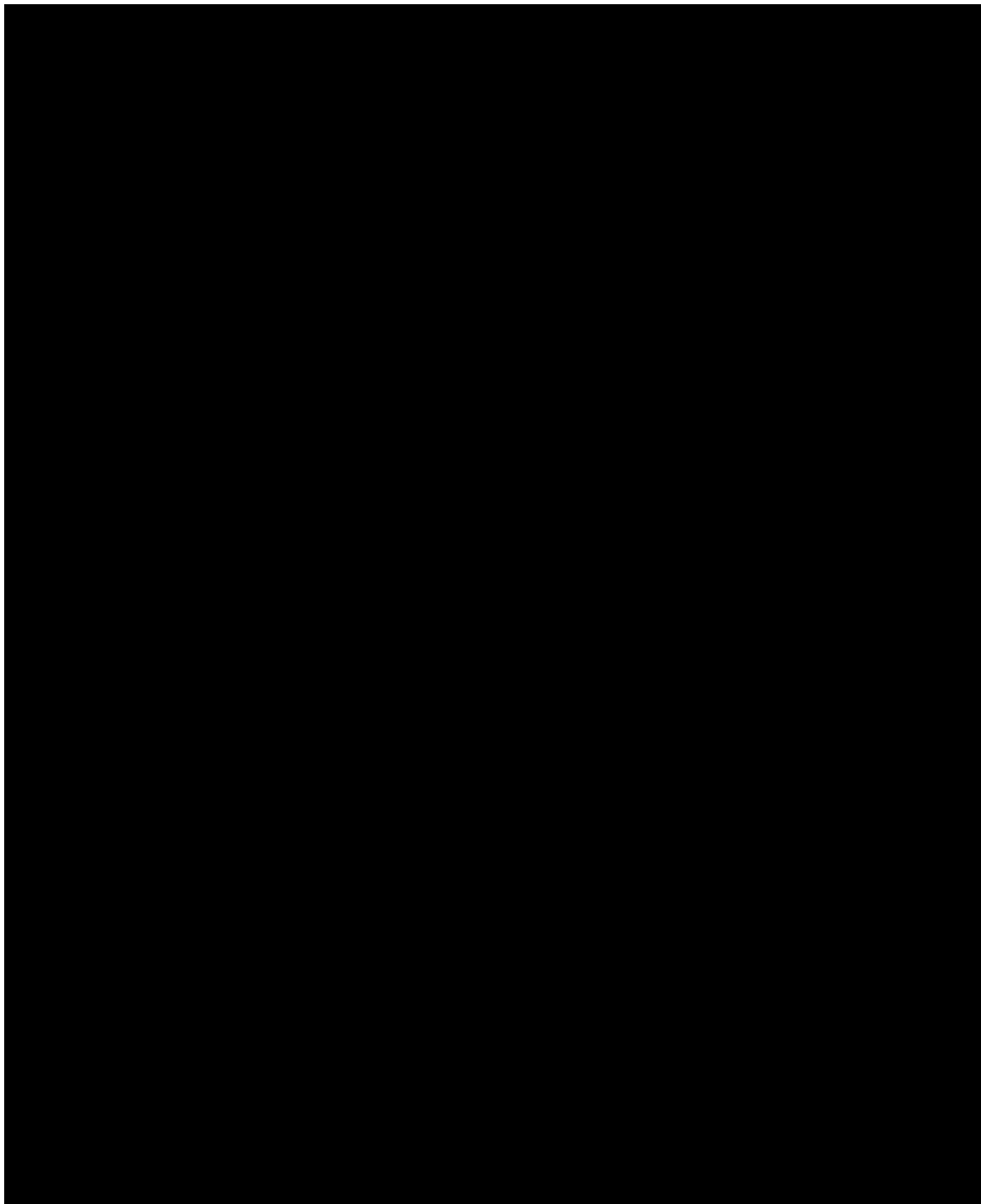


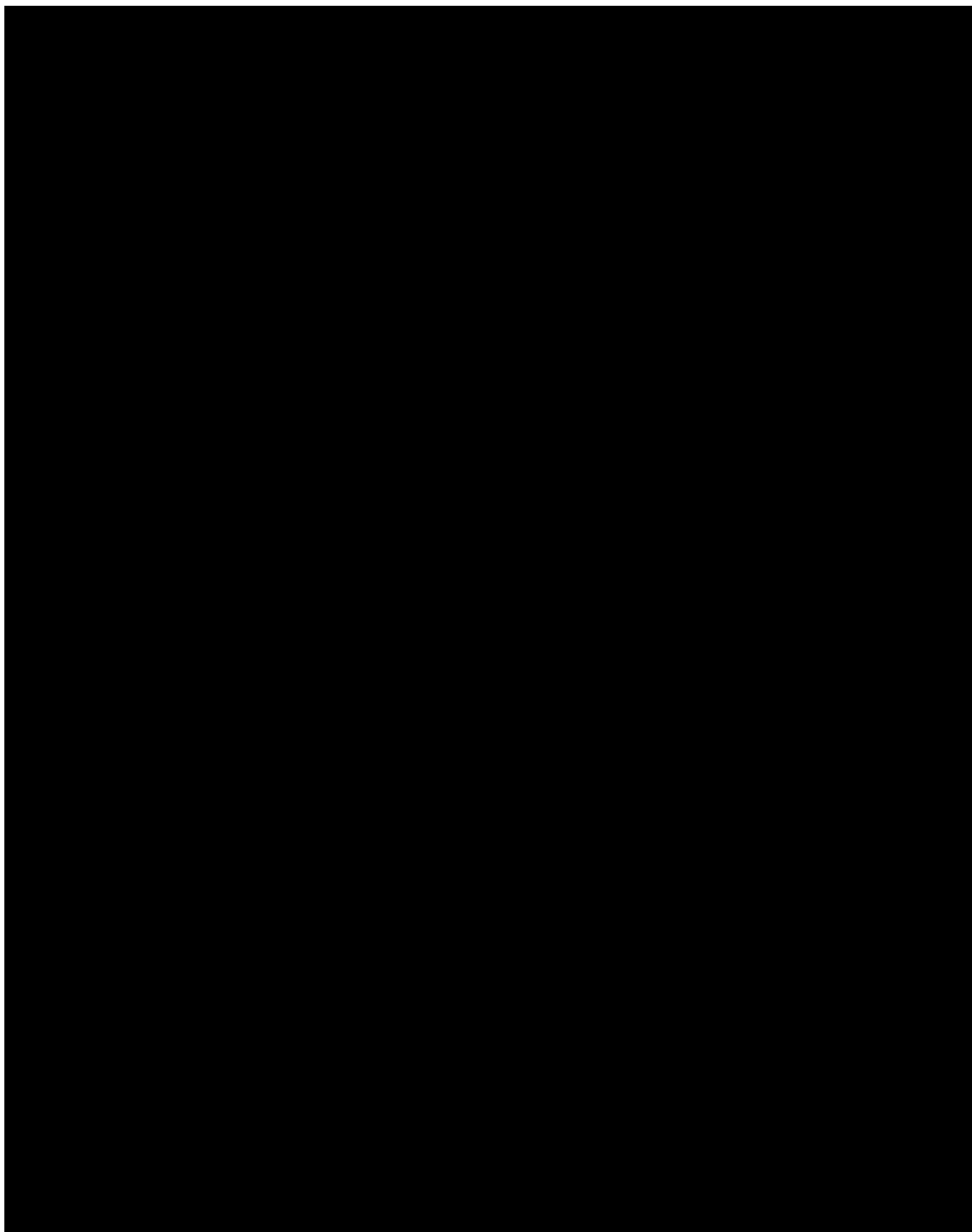












the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.1 million (Office of National Statistics 2000). The number of people aged 65 and over is projected to increase to 10.5 million by 2026, and the number of people aged 75 and over to 6.5 million (Office of National Statistics 2000).

There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The Department of Health (1999) has published a strategy for ageing, which sets out the government's commitment to improve the lives of older people. The strategy is based on three main principles: (1) to ensure that older people have the opportunity to live independently and actively; (2) to ensure that older people have access to the services and support they need; and (3) to ensure that older people are treated with respect and dignity.

The strategy is based on the following assumptions: (1) that older people are a diverse group with different needs and interests; (2) that older people should be able to live independently and actively; (3) that older people should have access to the services and support they need; and (4) that older people should be treated with respect and dignity. The strategy sets out a range of measures to be taken to improve the lives of older people, including: (1) to improve the physical environment; (2) to improve the social environment; (3) to improve the financial environment; and (4) to improve the health and social care environment.

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant cultural differences in the way that students learn and that these differences should be taken into account when designing educational programs.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that further studies should be conducted to explore the cultural factors that influence learning outcomes. Additionally, it recommends that educators should be trained to recognize and respond to the cultural needs of their students.





the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, structure, and use of information, and the study of the processes of information creation, organisation, storage, retrieval, and communication. (p. 1)

The 'communication' field is defined as:

...the study of the nature, structure, and use of communication, and the study of the processes of communication creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information science' field is defined as:

...the study of the nature, structure, and use of information science, and the study of the processes of information science creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information studies' field is defined as:

...the study of the nature, structure, and use of information studies, and the study of the processes of information studies creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information technology' field is defined as:

...the study of the nature, structure, and use of information technology, and the study of the processes of information technology creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information systems' field is defined as:

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The 'information management' field is defined as:

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The 'information law' field is defined as:

...the study of the nature, structure, and use of information law, and the study of the processes of information law creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information ethics' field is defined as:

...the study of the nature, structure, and use of information ethics, and the study of the processes of information ethics creation, organisation, storage, retrieval, and communication. (p. 1)





the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million (1990–1999) and is projected to increase by a further 1.5 million by 2010 (Office of National Statistics 2000). The number of people aged 65 and over is projected to increase by 2.5 million by 2020 (Office of National Statistics 2000).

There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The Department of Health (1999) has identified the need to develop a 'new paradigm' for the care of the elderly. This paradigm is based on the principle of 'active ageing', which is the process of maintaining and enhancing the functional ability of older people to live independently and to participate in society. The Department of Health (1999) has identified a number of key areas for action in order to achieve this paradigm, including: (1) promoting healthy ageing; (2) preventing and managing illness and disability; (3) supporting independence; and (4) promoting social participation.

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